

CSE Harmful Elements Analysis Tool

The CSE Harmful Elements Analysis Tool¹ was created to help parents, school administrators, educators, and other concerned citizens assess, evaluate, and expose harmful elements within comprehensive sexuality education (CSE)² curricula and materials. For more information, visit www.stopcse.org.

Analysis of

Be Proud! Be Responsible! Be Protective! ***Third Edition***

Based on 15 Harmful Elements Commonly Included in CSE Materials

CSE HARMFUL ELEMENTS SCORE = [13 OUT OF 15]

Be Proud! Be Responsible! Be Protective! contains [13 out of 15] of the harmful elements typically found in CSE curricula or materials. The presence of **even one of these elements indicates that the analyzed materials are inappropriate for children**. Having several of these elements should disqualify such materials for use with children.

Program Description: This curriculum is an adaptation of *Be Proud! Be Responsible!* and is intended for teenage mothers or those expecting a baby. Heavy emphasis is placed on safer sex practices as opposed to a return to abstinence. Students role play how to negotiate condom use in sexual situations. They practice condom use on penis models and spend a significant amount of time learning how to make condoms pleasurable. This program normalizes anal and oral sex, masturbation, and all sexual orientations.

Target Age Group: 14-18

Planned Parenthood Connections: One of the authors of *Be Proud, Be Responsible* (the program from which this was adapted), Konstance A. McCaffree, is a longtime member and former secretary of the board for the Sexuality Information and Education Council of the United States (SIECUS), which was founded in 1964 by Planned Parenthood's medical director. ETR, the publisher of *Be Proud, Be Responsible, Be Protective*, has a member of Planned Parenthood Federation of America on their Board of Directors. Teachers are advised to acquire birth control kits from their local Planned Parenthood.

HARMFUL CSE ELEMENTS	EXCERPTED QUOTES FROM CSE MATERIAL
<p>1. SEXUALIZES CHILDREN</p> <p><i>Normalizes child sex or desensitizes children to sexual things. May give examples of children having sex or imply many of their peers are sexually</i></p>	<p>Students stand under signs to show if they agree or disagree with the following statements:</p> <ul style="list-style-type: none">• "It is very difficult to ask a sexual partner to use a condom.• Sexual partners get angry when condom use is suggested.• People do not like to use condoms because they do not feel good.• You don't have to use protection for oral sex.• People do not need to worry about getting HIV or other STDs when they

¹ The CSE Harmful Elements Analysis Tool was created by Family Watch International. Family Watch is not responsible for the way in which the tool is used by individuals who do independent analyses of CSE materials. Visit www.stopcse.org for a blank template or to see analyses of various CSE materials.

² CSE programs are often labeled as comprehensive sex education, sexual education, sexuality education, anti-bullying programs, sexual and reproductive health education, Welcoming Schools programs, and even family life, life skills or abstinence plus education programs, etc. Regardless of the label, if program materials contain one or more of the 15 harmful elements identified in this analysis tools, such materials should be categorized as CSE and should be removed from use in schools.

active. May glamorize sex, use graphic materials, teach explicit sexual vocabulary, or encourage discussion of sexual experiences, attractions, fantasies or desires.

know their sexual partners very well.” (p. 49)

“To clarify **responsibilities for safer sex**, ask participants to listen to the following statements and raise their hands to indicate who in a relationship they believe should be responsible for each behavior – you, your partner, both partners equally, or neither partner. Ask, ‘Who is responsible for...’

- Deciding whether to abstain from intercourse?
- Starting a discussion about sexual and drug use history?
- **Planning ahead and getting condoms before intercourse?**
- Making sure latex or polyurethane/polyisoprene condoms **are used at each act of intercourse?**” (p. 74)

“Why do people have sex without condoms? Some of their reasons might be:

- They **don’t like the way condoms feel.**
- They don’t have any.
- They worry that their partners will think they are **having sex with other people.**
- They believe they have nothing to worry about and that **the people they have sex with are clean.**
- Condoms are too much trouble.
- Condoms cost too much.
- They believe there is no need because they are using other forms of birth control.
- They want to keep a good relationship with their baby’s father and are afraid of upsetting him.” (pp. 77-78)

Students are to complete the following unfinished sentences and discuss with the class:

- “If I asked whether my partner was having sex with other people, the response would be...
- People do not like to use condoms because...
- A repeat pregnancy would affect my life by...
- If I was carrying a condom, my partner would think...
- I could **convince my partner to use a condom** if I...
- Practicing sexual abstinence to avoid HIV is...
- You can **make using condoms fun** by...” (p. 85)

“This has been an exercise involving ‘verbal intercourse,’ but we’re going to pretend that each conversation **was an act of ‘sexual intercourse.’**” (p. 86)

Green Light Behaviors: “Dry kissing; Romantic conversation; **Self-masturbation; Sexual fantasy; Flirting; Body rubbing/grinding** (with clothes on); **Having sex with only one person** (monogamous) if both partners have never had sex before” (p. 91)

Yellow Light Behaviors: “Having protected sex with a person who is having sex with other people; Vaginal sex with a condom; Oral stimulation of the vulva with a dental dam; **Having protected sex with multiple partners**” (p. 91)

Yellow/Red Light Behaviors: “Oral stimulation of the penis without a condom; **Anal sex with a condom**” (p. 91)

Red Light Behaviors: “Vaginal sex without a condom; Having sex with multiple partners without using a condom; **Anal sex without a condom**; Having sex without using a condom with a person who injects drugs” (p. 91)

“Koko, **Five months ago I had sex with someone** and I just found out he used to shoot heroin ... We didn’t use a condom, because I’m on the pill.” (p. 108)

“If you are HIV-positive, seek medical help right away and alert **all the sexual partners you've had** who might have been infected.” (p. 108)

“I went to a party. I had a couple of beers and then somebody handed me a joint ... The next thing I knew I was in the bedroom with this basketball player I kind of had a thing for. **We ended up having sex**, and I don't even know if we used a condom, because I was so high that I forgot to ask. I heard **he does this type of thing a lot.**” (p. 111)

“My boyfriend and I **have only ever been with each other** so we're not really worried about HIV and other STDs. That's why we don't use condoms. Instead, he usually **pulls out just before he ejaculates.**” (p. 112)

“The male condom is a latex sheath that covers the penis and keeps semen from entering a partner’s body. It should be **put on the penis as soon as the penis is erect**, and removed after ejaculation, away from the partner.” (p. 130)

“Note that the female condom can be inserted well in advance of being with a partner, so that **sexual intercourse can be spontaneous.**” (p. 131)

“What are some **commonly used birth control methods among teens**? Answer: Birth control pill, patch, vaginal ring, shot, IUD and implant.” (p. 137)

Note: *There are numerous well-documented harmful side effects to women who use contraceptive shots or implants that are not disclosed in this lesson, including an increased risk of breast cancer and cervical cancer.*

“Name one birth control method that **requires no preparation before sex**. Answer: IUD, birth control pills, Depo-Provera shot, the patch, the ring, implant.” (p. 137)

“Ask participants to brainstorm all the types (brands/names) of condoms that they can think of, including slang terms for condoms. Write their answers on the board or newsprint. When the list is complete, highlight any of the more unusual or colorful names, as well as those that may have been around for a long time. Participants may mention **rubber, jimmy hat, raincoat, glove, sock, Trojan, Lifestyle, flavored**, etc.” (p. 148)

“You are going out with Robin and want to **talk about using condoms** ... You

	<p>know Robin has had other boyfriends and you want to protect yourself.” (p. 181)</p> <p>“You have been drinking at a party and flirting with a really fine guy. You can tell he likes you and wants to have sex with you. You really want to have sex too. You have no condoms with you. Rosa suggests that you wait until you are more clearheaded before you have sex.” (p. 182)</p> <p>“You have a new girlfriend, Keesha, and would like to have sex with her. All of your friends are having sex and they are pressuring you to start having sex with Keesha.” (p. 183)</p> <p>“Be proud and be responsible; protect yourself and your partner by: Using a latex (or polyurethane/polyisoprene) condom every time you have sex, or choose sexual activities that do not pose a risk of HIV or other STD transmission.” (p. 188)</p> <p>Jeopardy question: “When do you remove a used male condom? After ejaculation, but before the penis gets soft” (p. 208)</p> <p>“Can a girl get pregnant if she has sex standing up? Yes. Sperm does not care what position you are in. Any time semen comes in contact with the vagina a girl may get pregnant.” (p. 274)</p>
<p>2. TEACHES CHILDREN TO CONSENT TO SEX</p> <p><i>May teach children how to negotiate sexual encounters or how to ask for or get “consent” from other children to engage in sexual acts with them. While this may be appropriate for adults, children of minor age should never be encouraged to “consent” to sex.</i></p> <p><i>Note: “Consent” is often taught under the banner of sexual abuse prevention.</i></p>	<p>“Many adolescents lack skills in negotiating condom use or abstinence.” (p. 2)</p> <p>“The negotiation skills needed for not having sex without a condom while both partners are sexually aroused are addressed in this curriculum.” (p. 11)</p> <p>“Participants also take part in a variety of roleplay situations that provide them opportunities to use and practice the skills of negotiating condom use, delaying sexual involvement and abstinence, and receive feedback during and after each roleplay activity.” (p. 12)</p> <p>“Demonstrate by reading one con/barrier and turning it into a pro. Using ‘ruin the mood’ as an example, you might say, ‘It will ruin my mood if I have to worry about getting pregnant again.’ Or, for the example of ‘not natural,’ you might say, ‘Having to get treatment for an STD isn’t natural either!’” (p. 160)</p> <p>“It is important to know what you want to say and to have the words ready when negotiating safer sex and condom use with a partner. Having these skills helps ensure that you remain safe from diseases and unplanned pregnancy.” (p. 160)</p> <p>“Preparing responses to common reasons not to use condoms will help you convince your partner(s) to use condoms.” (p. 164)</p> <p>“In this activity, we are going to practice skills for negotiating safer sex with friends and partners.” (p. 171)</p>

“Roleplay A: Linda and Jerod - The goal of this roleplay is for Linda to **convince Jerod to use a condom**, and to demonstrate that condoms can be fun and pleasurable.” (p. 178)

“Roleplay B: Loretta and Monique - The goal of this roleplay is for Loretta to encourage Monique **not to have sex without a condom.**” (p. 179)

“Roleplay C: Yvonne and Carlos - The goal of this roleplay is for Yvonne to **talk Carlos into using condoms** and convince him that using condoms can be **fun and pleasurable.**” (p. 180)

“Condoms don’t have to ruin sex. Different techniques can make condom use pleasurable and fun. It is important to **talk about condom use ahead of time**, before any touching or kissing begins.” (p. 180)

“Roleplay D: Clayton and Robin - The goal of this roleplay is for Clayton to **convince Robin to use condoms.**” (p. 181)

“Roleplay E: Rosa and Regine - The goal of this roleplay is for Rosa to persuade Regine not to have sex or to **wait until sober before getting involved** in a sexual relationship.” (p. 182)

“Provide **suggestions for talking to a partner about using condoms.**

- Think about what you want to say ahead of time. Sort out your own feelings about using condoms before you talk with a partner.
- Choose a time to talk before that first intimate moment. Getting things straight before you make love means that you will both be prepared and relaxed.
- Decide how you want to start the conversation. You might say, ‘I need to talk with you about something that is important to both of us.’ Or ‘I’ve been hearing a lot lately about safer sex. Have you ever tried condoms?’ Or ‘I feel kind of embarrassed, but I care too much about you not to talk about this.’
- The best time to discuss condom use is before you begin to have a sexual relationship. You must discuss it before engaging in genital stimulation or touching.
- Remember to **talk about how condoms are fun and pleasurable.**
- Once you both agree to use condoms, do something positive and fun. Go to the store or clinic together. Get different types and colors. Plan a special day when you can experiment.” (p. 187)

Roleplay 1: “You really like your new boyfriend, Moses. Lately he has been pushing you to have sex. You'd like to have sex, but you know that when Moses isn't with you he is seeing other people. You need to tell Moses that he must wear a condom every time with you. Your role: **Convince Moses to use condoms** – if not with all his partners, at least with you.” (p. 195)

	<p>Roleplay 2: “You have slept with Will three times already, always unprotected. You have goals and dreams for the future and you want to use condoms. Your role: Get Will to agree that condoms need to be used when you are having sex together.” (p. 196)</p> <p>Roleplay 3: “You know that Imani and her man are about to have sex. You also know that your girl Imani doesn't use condoms ... Your role: Convince Imani of the importance of condoms.” (p. 197)</p> <p>Description of the DVD ‘Wrap it Up’: Two teenagers are on the couch with no one else around. Girlfriend tries to convince the boyfriend why he needs to wear a condom and insists she will no longer have sex without one. He has had multiple sexual partners in the past. She tells him that there are fun colors and flavors to make it more appealing. After giving him an ultimatum, the boyfriend says, “Wrap me up.” And they start making out on the couch as the video ends. It is implied that sexual intercourse is imminent.</p>
<p>3. PROMOTES ANAL AND ORAL SEX</p> <p><i>Normalizes these high-risk sexual behaviors and may omit vital medical facts, such as the extremely high STI infection rates (i.e., HIV and HPV) and the oral and anal cancer rates of these high-risk sex acts.</i></p>	<p>“A condom is a sheath that covers the penis and acts as a barrier to keep semen from entering a partner's vagina, mouth or anus during sex.” (p. 44)</p> <p>“Anyone who has unprotected vaginal or anal sex with someone who has HIV can get HIV. There is also some risk of transmission through oral sex, but it is much lower.” (p. 44)</p> <p>“How can you reduce your risk of HIV? Use a latex condom each and every time for vaginal, anal or oral sex.” (p. 46)</p> <p>“Facilitator’s Note: Safer sex is defined as taking appropriate measures to decrease the likelihood of exchanging certain bodily fluids, including semen or vaginal secretions. Such measures include decreasing incidences of vaginal, oral and/or anal sex...” (p. 48)</p> <p>“What was the message about condoms in the DVD? Use condoms every time you have anal, oral or vaginal sex.” (p. 56)</p> <p>“Review the modes of HIV transmission: Having unprotected vaginal, anal or oral sex...” (p. 88)</p> <p>“Oral stimulation of the penis without a condom: Yellow/Red Light” (p. 91)</p> <p>“Anal sex with a condom: Yellow/Red Light” (p. 91)</p> <p>“Oral stimulation of the vulva (female genitals) with a dental dam (latex barrier): Yellow Light” (p. 91)</p> <p>“Anal sex without a condom: Red Light” (p. 91)</p> <p>“If you and your partner have never had vaginal, oral or anal sex with anyone else, and never used injection drugs or shared needles of any kind, the chances</p>

are that neither of you has HIV.” (p. 107)

“Talk it over with your partner and use a latex (or polyurethane/polyisoprene) condom if you have **vaginal, oral or anal sex.**” (p. 107)

“Avoid future risk of infection by using a latex condom every time you have **vaginal, oral or anal sex.**” (p. 108)

“I am 16 and my boyfriend and I have never had vaginal sex with each other or anyone else. We do other things, though, including **oral sex.**” (p. 109)

“Anyone who **performs oral sex on a man** should have the man wear a nonlubricated latex condom every time. When **performing oral sex on a woman**, you can protect yourself and your partner by placing a dental dam or latex barrier, such as a nonlubricated condom cut to make a square, over the vulva (the entire outer region of the vagina, including the clitoris and the vaginal opening).” (p. 109)

“In addition, if you choose to have **vaginal or anal sex**, use a condom. That's the proud and responsible thing to do.” (p. 109)

“Take the time to really get to know your potential partner. Then, use a latex (or polyurethane/polyisoprene) condom correctly and consistently every time if you decide to have **vaginal, oral or anal sex.**” (p. 110)

“The female condom can also be used for STD protection **during anal sex.** Because people of any gender can use these condoms for anal sex, some educators have begun to call them internal or insertive condoms.” (p. 131)

“What is a condom? Sample Definition: A thin latex (rubber) sheath that slips snugly over an erect penis and keeps sperm from entering the **vagina, mouth or anus** during ejaculation.” (p. 148)

“Condoms help to protect both partners from pregnancy, HIV and other STDs during **vaginal, oral or anal intercourse.** However, you must use them correctly every time you have **vaginal, oral or anal intercourse.**” (p. 152)

“However, if you choose to have **vaginal, anal or oral sex**, using condoms is the first and most important step in protecting yourself.” (p. 186)

Roleplay 4: “You have just started your first sexual relationship with a teammate named Tanya. The two of you have **engaged in oral sex** and have not used a latex barrier. You are not sure if two women involved in a sexual relationship have to worry about STDs, including HIV. You want to use a latex barrier with Tanya but you are not sure how she will react. Your role: Convince Tanya to use a latex barrier **when you have oral sex.**” (p. 198)

“Remember if you are going to **have oral sex**, you need to use a latex barrier.” (p. 198)

	<p>Jeopardy question: “What should you put on a condom during vaginal or anal intercourse? Water-based lubricant, such as K-Y Jelly or Astroglide” (p. 208)</p> <p>“Can I get an STD from oral sex? Yes. During oral sex, there is skin-to-skin contact and bodily fluid exchange, so it is important to use barrier methods such as unlubricated condoms or dental dams to protect you during oral sex.” (p. 272)</p> <p>“Anal sex (also anal intercourse): Inserting the penis into the anus of the sexual partner.” (p. 276)</p> <p>“Cunnilingus: Mouth-to-vagina sex. See oral sex.” (p. 277)</p> <p>“Fellatio: Mouth-to-penis sex. See oral sex.” (p. 277)</p> <p>“Lubricant: Something wet and slippery, used to reduce friction during sex. A person can put it on the outside of a condom or inside the vagina or anus during sex to keep a condom from getting dry and breaking.” (p. 278)</p> <p>“Oral sex (oral intercourse): Contact of the mouth or tongue with a partner's genitals.” (p. 279)</p>
<p>4. PROMOTES HOMOSEXUAL/ BISEXUAL BEHAVIOR</p> <p><i>Normalizes or promotes acceptance or exploration of diverse sexual orientations, sometimes in violation of state education laws. May omit vital health information and/or may provide medically inaccurate information about homosexuality or homosexual sex.</i></p>	<p>“Some adolescents may identify themselves as heterosexual, but engage in same-gender sexual activity.” (p. 2)</p> <p>“Facilitator’s Note: Consider having participants review this set of statements for people in same-sex relationships. Are their responses different or the same?” (p. 74)</p> <p>“Let participants know that they may be doing the roleplays with someone of the same gender ... Explain that they need to take their roles seriously because teens of all sexual orientations and gender identities need to learn how to resist sexual pressure and negotiate condom use to protect themselves.” (p. 171)</p> <p>“Everyone is at risk for HIV infection regardless of whether you are straight, gay, or bisexual, young, or old.” (p. 196)</p> <p>Roleplay 4: “You have just started your first sexual relationship with a teammate named Tanya. The two of you have engaged in oral sex and have not used a latex barrier. You are not sure if two women involved in a sexual relationship have to worry about STDs, including HIV. You want to use a latex barrier with Tanya but you are not sure how she will react. Your role: Convince Tanya to use a latex barrier when you have oral sex.” (p. 198)</p> <p>“Communication is the most important aspect of any relationship no matter what your sexual orientation.” (p. 198)</p>

	<p>“Bisexual: Being romantically or sexually attracted to two genders. Also having sexual partners of more than one gender.” (p. 276)</p> <p>“Gay: A term for people who are romantically and sexually attracted to someone of the same gender. Often used to refer to males who are attracted to other males and whose sex partners are men.” (p. 278)</p> <p>“Homosexual: Being romantically or sexually attracted to people of the same gender. Also, having sexual partners of one's own gender.” (p. 278)</p> <p>“Lesbian: A term for females who are romantically or sexually attracted to other females and whose sexual partners are women.” (p. 278)</p> <p>“Sexual orientation: Refers to the romantic and sexual attraction people feel for others. People can be attracted to others of the same gender, a different gender or more than one gender.” (p. 281)</p>
<p>5. PROMOTES SEXUAL PLEASURE</p> <p><i>May teach children they are entitled to or have a “right” to sexual pleasure or encourages children to seek out sexual pleasure. Fails to present data on the multiple negative potential outcomes for sexually active children.</i></p>	<p>“Concerns about effects of condoms on sexual enjoyment are a major barrier to condom use.” (p. 2)</p> <p>“People engage in sexual activities for a variety of reasons, including sexual enjoyment. Hedonistic considerations may influence key outcome expectancies during sexual experiences. For example, many people believe that condoms reduce physical sensations during sexual activity or ruin the mood and, therefore, are less likely to use condoms during sexual intercourse.” (p. 7)</p> <p>“If sexually active adolescents believe that condoms ruin sexual enjoyment, they are less likely to use condoms during sexual intercourse. In order for a curriculum to effectively reduce adolescent risk of HIV infection, it must dispel beliefs that condoms interfere with sexual pleasure.” (p. 10)</p> <p>“Other things can lead to intimacy and orgasm without risking getting pregnant, or infected with HIV or another STD.” (p. 109)</p> <p>“Explain that there are different sizes and types of condoms that can fit over any penis and make condom use fun and pleasurable.” (p. 115)</p> <p>Module 7 Goal: “Increase participants' skills and knowledge on how to use condoms effectively and correctly and how to make their use fun and pleasurable.” (p. 143)</p> <p>“Water-based lubricant can increase the pleasure for both partners and decrease chance of breakage.” (p. 152)</p> <p>“Helping participants to see how they can make condom use fun and pleasurable for themselves and their partners encourages consistent condom use and creates a sense of pride and responsibility.” (p. 153)</p> <p>“Which part of this process [of sexual intercourse] feels the same whether or</p>

	<p>not a condom is used? Answers: Sexual arousal, erection, withdrawal, orgasm/ejaculation and relaxation.” (p. 163)</p> <p>“Sometimes people don’t know that condoms can be a pleasant part of the sexual experience because using them is so new. How can people make condoms feel good and be fun? Answers: Have your partner play with you and/or roll a condom on, put lubricant inside the tip and on the outside to increase wetness, try different brands and kinds to find the ones that feel best.” (p. 164)</p> <p>“After Roleplay A has been acted out, summarize by saying, ‘Condoms don’t make a guy less of a man and they don't ruin sex. There are different techniques that can make condom use pleasurable and fun.’” (p. 179)</p>
<p>6. PROMOTES SOLO AND/OR MUTUAL MASTURBATION</p> <p><i>While masturbation can be part of normal child development, encourages masturbation at young ages, which may make children more vulnerable to pornography use, sexual addictions or sexual exploitation. May instruct children on how to masturbate. May also encourage children to engage in mutual masturbation.</i></p>	<p>“If you have an ‘O’ on your card, you may sit down because you had outercourse (did different sexual pleasurable things without having intercourse, such as masturbation, massage or body rubbing with clothes on).” (p. 86)</p> <p>“Self-masturbation: Green Light” (p. 91)</p> <p>“Mutual masturbation: Yellow/Green Light” (p. 91)</p> <p>Jeopardy question: “What are some safer sexual behaviors (that won’t transmit HIV)? Cuddling, massage, masturbation, fantasy” (p. 206)</p> <p>“What sexual activities are safe? Safer sexual activities include: Body rubbing/massaging, mutual masturbation; Massaging one’s own genitals, self-masturbation” (p. 270)</p> <p>“Masturbation: Massaging one's own genitals for sexual stimulation.” (p. 278)</p> <p>“Mutual masturbation: Massaging each other's genitals for sexual stimulation. See masturbation.” (p. 279)</p>
<p>7. PROMOTES CONDOM USE IN INAPPROPRIATE WAYS</p> <p><i>May inappropriately eroticize condom use (e.g., emphasizing sexual pleasure or "fun" with condoms) or use sexually explicit methods (i.e., penis and vagina models, seductive role plays, etc.) to promote condom use to children. May provide medically inaccurate information on condom effectiveness and omit or deemphasize failure rates.</i></p>	<p>“Many adolescents find it difficult to obtain condoms and use them correctly – to put them on gracefully without interrupting sexual activity and to take them off correctly. This curriculum provides necessary skills by letting participants handle condoms and practice working with condoms, using a penis model or their fingers as props.” (p. 10)</p> <p>Students are to complete the following unfinished sentence and discuss with the class: “You can make using condoms fun by...” (p. 85)</p> <p>“These are the steps for using the female condom:</p> <ul style="list-style-type: none"> ● Check the expiration date. ● Rub the outside of the package to spread the lubricant onto the condom. ● Open carefully by tearing at the notch on the top right of the package. ● Note that there are two rings. The thinner outer ring covers the area

May imply that condoms will provide complete protection against pregnancy or STIs.

around the opening of the vagina. The thicker inner ring is used for insertion and to help hold the sheath in place during intercourse.

- There are different positions you can use to insert the condom – squat, raise one leg, sit or lie down. Choose a position that feels comfortable.
- While holding the condom at the closed end, grasp the flexible inner ring and squeeze it with the thumb and second or middle finger so it becomes long and narrow.
- Insert the inner ring into the vagina and use your index finger to push it up into your vagina as far as it will go. It will fit into place right under your cervix. Be sure the sheath is not twisted. Leave the outer ring on the outside of the vagina – about a half inch of the sheath should remain on the outside of your vagina.
- You are now ready to guide your partner’s penis into the condom’s opening with your hand to make sure that it enters properly. Be sure that the penis is not entering on the side, between the sheath and the vaginal wall.
- To remove the condom, place your finger under the outer ring. Twist it and pull it out. Wrap it in tissue and throw away.” (pp. 130-131)

“Today we will practice using a condom so that you will know how to use them and what they feel like. Just as a person might need time to adjust to wearing a new pair of shoes, **using a condom requires getting used to new sensations.**” (p. 149)

“Facilitator’s Note: While participants open the packages and **begin exploring the condoms**, model your comfort with the condoms. Open a package, take the condom out. Put it on over your hand and pull it up your arm, showing them how strong it is and how **it can accommodate any sized penis**. If it tears on your nails or jewelry, use the opportunity to emphasize the importance of being careful about sharp objects. Use humor and allow them to be nervous and silly. Handle the condoms with confidence and comfort. Do not appear worried about mess or stickiness. **Demonstrate on both your hand and penis model.**” (p. 150)

“Facilitator’s Note: The ideal way to demonstrate the proper way to use a condom is to **use a plastic or wooden model of a penis.**” (p. 150)

“Steps for using a condom:

- Check the expiration date and make sure the condoms are latex or polyurethane/polyisoprene.
- Open the package carefully to avoid tearing.
- Make sure condom is on the proper side to roll down correctly.
- Pinch the tip of the condom to create space (1/2 inch) for semen.
- Squeeze a few drops of water-based lubricant inside the tip.
- Continuing to squeeze the tip, roll the condom down to the base of the penis. Apply water-based lubricant to the outside of the condom, if desired.
- Check during intercourse to make sure the condom isn’t slipping.
- Immediately after ejaculation, hold the condom firmly at the base of the

penis and pull the penis out before it gets soft.

- Roll off the condom away from your partner. Wrap in tissue and throw it away. Do not re-use.” (pp. 150-151)

“Reiterate this essential information: Condoms can stretch **to fit different-sized penises** comfortably.” (p. 151)

“Give each participant (or pair of participants) a condom and lubricant and let them **practice putting condoms on a penis model.**” (p. 151)

“Review tips for effective condom application.

- Leave a space at the end for semen when rolling the condom down.
- Water-based lubricant can **increase the pleasure for both partners** and decrease chance of breakage.
- Put a condom on before any contact.
- Hold the condom on by the rim at the base after intercourse and **withdraw the penis carefully while it’s still erect.**” (p. 152)

“To protect yourself and your partner from sexually transmitted diseases, including HIV infection, you should:

- Use a latex (or polyurethane/polyisoprene) condom every time you have sex.
- **Keep a supply of condoms on hand.**
- Get used to condoms, **so they are natural and fun.**” (p. 152)

“Invite participants to **brainstorm ways to increase spontaneity** and the likelihood that they'll use condoms. Write answers on newsprint. Examples:

- Make sure you have latex or polyurethane/polyisoprene condoms before you get romantic.
- **Store condoms under your mattress for easy access.**
- **Eroticize condom use with partner.**
- Have condoms close by to eliminate fumbling.
- Prepare condom in advance.” (p. 154)

“I will read two statements and ask you to say whatever comes to your mind. I will write your responses down. We will discuss the responses at the end.

- **Condoms could make sex more fun by...**
- Condoms would not ruin the mood if we...” (p. 154)

“Emphasize **strategies for making condom use more pleasurable** ... Though different colors and textures may be appealing, glow in the dark condoms should not be used. They are only gag gifts.” (p. 154)

While brainstorming how to make condom use more pleasurable, the facilitator says, “**Add the following ideas to the brainstorm list**, if they weren't mentioned by participants.

- Use extra lubrication.
- **Use condoms as a method of foreplay.**

- Use different colors and types/textures (some have ribs on them).
- Think up a **sexual fantasy using condoms**.
- Tell your partner how using a condom **can make a man last longer**.
- Put the condom on your partner.
- **Act sexy/sensual** when putting condoms on.
- Have a sense of humor – be silly – make jokes.
- **Hide them on your body** and ask your partner to find it.
- Wrap them as a present and give them to your partner before a romantic dinner.
- **Tease each other manually** while putting on the condom.
- Put lubricant on tip of penis to increase sensitivity for men and/or use pre-lubricated condoms.
- Have fun putting them on your partner – pretend you are different people or in different situations.” (p. 155)

“Once you and a partner agree to use condoms, do something positive and fun. Go to the clinic or store together. Get lots of different brands and colors. Plan a special day when you can experiment. **Just talking about how you’ll use all of those condoms can be a turn on.**” (p. 156)

“These cards represent steps in proper condom use. Your task is to put them in the correct order ... Order of Condom Line-up Cards:

- Get condoms and check expiration date
- **Sexual arousal (hug, cuddle, kiss, massage)**
- Erection
- Carefully remove condom from package
- **Dab water-based lubricant on penis** or inside condom
- Squeeze out any air from tip of condom and leave room for ejaculation
- Roll condom on
- Intercourse
- **Orgasm (ejaculation)**
- Hold onto the rim of condom and withdraw the penis
- Remove and discard condom
- Loss of erection
- Relaxation” (p. 162)

“If a male loses his erection after putting on a condom and before intercourse, what could the couple do? Answers: This will happen to most males at some point in their lives. Have partner take off condom, **continue playing and stimulating one another**, relax, and enjoy the fun. After a while, **put a new condom on as part of the play.**” (p. 163)

“Try to incorporate everything we talked about in this course and use it in your roleplay, **especially the strategies for using condoms and making them fun and pleasurable.**” (p. 175)

Description of the DVD ‘Wrapping it Up in 9 Easy Steps’: This is an animated

	<p>video outlining the steps to condom use. Students are instructed to use a new condom any time they have oral, anal or vaginal sex while animated shape figures simulate these actions. The following steps are given with animation and narration:</p> <ol style="list-style-type: none"> 1. Check the expiration date 2. Be careful opening the package 3. Make sure the tip points up; pull back penis foreskin 4. Place condom on the penis 5. Leave some space at the top; pinch the air out of the tip 6. Unroll the condom 7. Roll down to the base of the penis 8. Smooth out any air bubbles; add water-based lubricants 9. Hold the condom at the base of the penis while pulling out
<p>8. PROMOTES PREMATURE SEXUAL AUTONOMY</p> <p><i>Teaches children they can choose to have sex when they feel they are ready or when they find a trusted partner. Fails to provide data about the well-documented negative consequences of early sexual debut. Fails to encourage sexually active children to return to abstinence.</i></p>	<p>“If you choose to have sex, the proud, responsible and protective thing to do is to use condoms.” (p. 40)</p> <p>“Both partners have the right and the responsibility to be equally involved. Partners are ultimately responsible for their own safety and protection and have the right to make personal choices. When both partners, are involved in the decision making, each has control over personal behaviors and is less likely to take advantage of the other. So be proud and responsible by making protective choices.” (p. 74)</p> <p>Module 4 Goal: “Increase participants’ understanding of their responsibility for safer sexual behaviors.” (p. 81)</p> <p>“If you choose to have sex, you must use a latex condom.” (p. 105)</p> <p>“Take time to get to know a person as a friend before you decide to have sex.” (p. 110)</p> <p>“How does a young mother decide whether to use birth control and which method to use following the birth of a child?” (p. 133)</p> <p>“Name one place to get condoms. Answer: Drug stores, clinics, supermarkets, convenience stores, online.” (p. 138)</p> <p>“The safest option is to practice sexual abstinence. If that's not your choice, then knowing your partner well enough to communicate openly with each other about diseases and precautions lessens your risk.” (p. 267)</p>
<p>9. FAILS TO ESTABLISH</p>	<p>“This curriculum is intended to reduce the incidence of unsafe sex (vaginal,</p>

ABSTINENCE AS THE EXPECTED STANDARD

Fails to establish abstinence (or a return to abstinence) as the expected standard for all school age children. May mention abstinence only in passing.

May teach children that all sexual activity—other than “unprotected” vaginal and oral sex—is acceptable, and even healthy. May present abstinence and “protected” sex as equally good options for children.

anal, oral) among young women and help them make a difference in their lives by making proud, responsible and protective choices about their sexual behavior.” (p. 3)

“The *Be Proud! Be Responsible! Be Protective!* theme encourages young people to be proud, responsible and protective of themselves, their children and their communities, and to either **abstain from sex or use condoms** as a way to prevent HIV, other STDs and unplanned repeat pregnancy.” (p. 5)

“Participants will investigate what constitutes sexual responsibility (i.e., **abstinence or condom use** during sexual behaviors) and will learn to make responsible decisions regarding their sexual choices.” (p. 6)

“Principle 6: Getting your partner to cooperate in **using condoms or abstaining** from sex is easy.” (p. 10)

“There are times when young people are sexually aroused and want to have sex, yet no condom is available. It is at that moment that young people should say, ‘Let’s stop and **not have sex until a condom is available.**’ However, this is very difficult to do. It is crucial that young people control sexual arousal and urges and negotiate not engaging in **unprotected sex.**” (p. 11)

“As mentioned in the introduction, the overall goal of *Be Proud! Be Responsible! Be Protective!* is to reduce unprotected sex among sexually active, pregnant and parenting teens, and to help them make proud, responsible and protective sexual decisions.” (p. 13)

“What are examples of proud, responsible and protective behavior? Responses might include:

- Proud and responsible behavior means being protective of yourself and family/unborn baby by **using a condom during sexual intercourse.**
- Abstaining from sexual behavior **when no condom is available.**” (p. 36)

“How can you prevent HIV?

- Don’t have sex.
- Never inject drugs or share needles for any reason.

How can you reduce your risk of HIV?

- **Use a latex condom** each and every time for vaginal, anal or oral sex.
- **Avoid having multiple or overlapping partners.**
- Discuss HIV with a partner.
- Get tested for HIV. Be sure any sex partner has been tested **before having sex.**
- Don’t use alcohol, marijuana or other drugs that impair judgment.” (p. 46)

“Consistent condom use (100% of time) is the best method for **sexually active teens** to prevent disease and to protect their unborn babies.” (p. 46)

“Facilitator’s Note: **Safer sex** is defined as taking appropriate measures to decrease the likelihood of exchanging certain bodily fluids, including semen or vaginal secretions. Such measures include decreasing incidences of vaginal, oral and/or anal sex, practicing mutual monogamy and using latex or polyurethane/polyisoprene barriers **whenever engaging in sexual practices.**” (p. 48)

“To protect yourself and your baby, avoid sharing needles, always use latex or polyurethane/polyisoprene condoms **if you are going to have sex**, or abstain from sex altogether.” (p. 50)

“The threat of HIV and other STDs means it’s very important to **practice abstinence or safer sex.**” (p. 73)

“Many women who have had multiple early pregnancies say that, while it was manageable to have one baby, having two made their lives incredibly difficult. Therefore, it is important to avoid a repeat pregnancy by **practicing abstinence or safer sex.**” (p. 79)

“The best ways not to get infected through sexual contact are to **use latex barriers such as condoms** or to abstain from sex completely.” (p. 88)

“If you **do decide to have sex**, use a latex barrier such as a condom or a dental dam (a flat, square piece of latex) **every time you engage in a sexual behavior** that involves an exchange of body fluids.” (p. 105)

“It’s important to **have a backup method** in case you decide to stop using abstinence in order to be able to protect yourself from pregnancy and STDs, including HIV.” (p. 126)

“**If you are going to have sex**, you have to worry about unintended pregnancy and sexually transmitted diseases, including HIV. To avoid these problems, you have to use effective methods to prevent pregnancy and infections.” (p. 134)

“Now we are going to focus on HIV prevention skills, such as **how to use condoms correctly** and how to talk to a partner about condoms or abstaining from sex.” (p. 145)

“**If you choose to have sex** you:

- Practice safer sex and use latex or polyurethane/polyisoprene condoms and other birth control every time.
- Talk to your partner about HIV and other STDs.
- Never share needles or works.
- Keep a supply of condoms on hand.
- Get used to condoms, so they are natural and fun.
- Don’t use alcohol or other drugs that affect judgment.” (p. 158)

“As we have discussed today, it is very important to use condoms in addition to

your regular birth control method **during all sexual encounters.**" (p. 164)

"Next, we are going to continue to focus on the unplanned pregnancy and HIV prevention skills of negotiating **condom use and abstaining from sex.**" (p. 169)

"Facilitator's Note: Your job is to be sure that important issues are addressed and that participants feel that they can effectively use their skills. Provide suggestions and help as needed. Do not allow disagreement to continue too long **or for anti-condom roles to win.**" (p. 178)

***Note:** Is abstinence considered an "anti-condom role" in these roleplays?*

"Getting things straight **before you make love** means that you will both be prepared and relaxed." (p. 187)

"Explain that to avoid becoming infected with HIV, a person should:

- Abstain from sex.
- Use a latex (or polyurethane/polyisoprene) condom **for every act of anal, vaginal or oral intercourse**, if sexually active.
- Talk to your partner about condoms **before you have sex.**
- Ask potential sexual partners about their sexual and drug use history." (p. 188)

"If we choose to be proud, responsible and protective ... we will abstain from sexual intercourse **or use condoms every time we have sex** to avoid unplanned repeat pregnancy, HIV and other STDs." (p. 188)

"Remember, **practicing safer sex or abstinence** is the proud, responsible and protective choice and will help you achieve your dreams for yourself, your child(ren) and your community." (p. 189)

"Having multiple sex partners increases the risk of becoming infected with HIV or other STDs. If you are going to have sex, you need to **be exclusive with one person and always use latex condoms.** If your partner has other partners, insist on using condoms, and think about whether this is a good relationship for you." (p. 196)

"To reduce the risk of HIV: **Have safer sex** that doesn't put you in contact with a partner's blood, semen or vaginal or rectal fluids. This means **using condoms** during vaginal or anal intercourse, using condoms or other barriers during oral sex, or having sex play without intercourse." (p. 218)

Description of the DVD 'He Said He Loved Me': Young women with HIV tell their stories. The summary message is, "If you're going to have sex, use a condom every time."

Description of the DVD 'Baby Talk': Two teenage mothers discuss what it's like to find out you're pregnant and then care for a baby. They advise others to use

	<p>condoms and protection when having sex.</p> <p>Description of the DVD ‘The Subject is HIV’: This video is set in a high school. Two narrators discuss the myths and facts of HIV. They state that HIV is usually transmitted through unprotected vaginal, anal or oral sex. Abstinence is the best way to prevent transmission. If you have sex, use a condom every time and have only one partner. Provocative sexual images are shown to demonstrate the sexual pressures youth are facing. Teen actors are seen discussing their sexual relationships and how important condoms are to prevent HIV, STDs and pregnancy. One girl points out that she and her boyfriend use protection every time they have sex and she is on the pill just in case. Another couple makes it clear that they also have sex with protection. The focus is on prevention, not abstinence. Other youth share their experiences about how they acquired HIV through drug use and unprotected sex. It’s interesting to note that the narrators say that HIV can be transmitted through sharing needles or works, “so don’t shoot up.” It is a clear risk avoidance message. No advice is given on finding clean needles to avoid HIV. But when they talk about HIV being transmitted through unprotected sex, the message is to choose abstinence OR protected sex.</p> <p>Description of the DVD ‘The Subject is STDs’: This movie begins on a high school basketball court. One of the players says that a past girlfriend, Sasha, called him and told him she has chlamydia. They had unprotected sex during their relationship, and he is now with someone new. His doctor said he could have picked it up from a past partner and passed it to Sasha without knowing it. Now he has to contact “all of my exes” and tell them. Some of them are now dating his friends. The message is that he has had at least four sexual partners and that they are all now in sexual relationships.</p> <p>The narrator states, “We always hear about how great sex is, but we rarely hear about the consequences that can come with sex, like STDs.” According to the CDC, 1 in 4 teenagers in the U.S. has an STD. The usual message is presented – abstinence is the best way to prevent STDs. But if you have vaginal, anal or oral sex, use a condom every time. Limiting your number of partners is also recommended. The actors portraying students make it seem that everyone is having unprotected sex with everyone else as they date, break up and move to a new partner.</p>
<p>10. PROMOTES TRANSGENDER IDEOLOGY</p> <p><i>Promotes affirmation of and/or exploration of diverse gender identities. May teach children they can change their gender or identify as multiple genders, or may present other unscientific and medically inaccurate theories. Fails to teach that most</i></p>	<p>No evidence found.</p>

<p><i>gender-confused children resolve their confusion by adulthood and that extreme gender confusion is a mental health disorder (gender dysphoria) that can be helped with mental health intervention.</i></p>	
<p>11. PROMOTES CONTRACEPTION/ABORTION TO CHILDREN</p> <p><i>Presents abortion as a safe or positive option while omitting data on the many potential negative physical and mental health consequences. May teach children they have a right to abortion and refer them to abortion providers.</i></p> <p><i>May encourage the use of contraceptives, while failing to present failure rates or side effects.</i></p>	<p>“If you choose to have sex, the proud, responsible and protective thing to do is to use condoms.” (p. 40)</p> <p>“A condom is a sheath that covers the penis and acts as a barrier to keep semen from entering a partner's vagina, mouth or anus during sex. Most condoms are made of latex (rubber) ... These types of condoms offer protection from HIV.” (p. 44)</p> <p>“If you have sex, you must use a latex (or polyurethane/polyisoprene) condom.” (p. 57)</p> <p>“Be prepared. If you’re going to engage in sexual activity, make sure you use a latex or polyurethane/polyisoprene condom every time!” (p. 79)</p> <p>“Pregnancy is best prevented by the combination of using condoms 100 percent of the time and using another birth control method, such as the birth control pill, the implant or the shot.” (p. 88)</p> <p>“Practice safer sex and use condoms to reduce your risk of STD, even if you're using another form of birth control.” (p. 106)</p> <p>“Use latex condoms every time you have sex.” (p. 107)</p> <p>“Using condoms reduces your risk of getting an STD, including HIV. Condoms also will help prevent pregnancy. Even if you're using another form of birth control, it's good to use condoms too, just to be sure!” (p. 107)</p> <p>“Go right away to your local reproductive health clinic and get emergency contraception (EC) to prevent a possible pregnancy. They can also test you for STDs. Make sure you go to the clinic right away. You have up to 5 days after unprotected sex to use EC, but the sooner, the better.” (p. 111)</p> <p>“Always use condoms to prevent STDs and birth control to prevent pregnancy.” (p. 111)</p> <p>“Gather materials to help teach the birth control information effectively: contraceptive charts, charts of the female reproductive organs, female pelvic models and a birth control kit.” (p. 118)</p> <p>“Rationale: Reviewing and discussing the various forms of birth control methods</p>

will enhance participants' knowledge and empower them to make informed choices **about the most suitable method to use.**" (p. 124)

"Unfold the pre-labeled newsprint titled Contraceptives and ask the participants to **brainstorm all the methods of birth control or contraception** that they can think of. Write the list on the newsprint. Answers should include: Abstinence; IUD; Implant; Depo-Provera (the shot); Birth control pills, patch and ring; Diaphragm; Cervical cap; Male condom; Female condom; Sponge" (pp. 124-125)

"Using the following information, **teach and demonstrate the various contraceptive methods.** If you have a birth control kit, show the various methods as you discuss them. Don't pass the methods around while you're educating as it gets the group distracted. **Allow participants to handle the methods at the end** when you've finished the demonstration." (p. 125)

The facilitator **describes the following methods of birth control without giving failure rates:** Abstinence, IUD, implant, Depo-Provera (the shot), birth control pills, birth control patch, vaginal ring, diaphragm and cervical cap, male (external) condom, female (internal) condom, sponge, spermicides, emergency contraception." (pp. 126-133)

"Of all available contraceptives, only condoms have been shown to help protect against HIV and other STDs, as well as unplanned pregnancy. **Consistent and correct use of condoms along with another method of birth control** gives excellent protection against *both* pregnancy and disease. This is known as 'dual contraception.'" (p. 134)

"It is important for young mothers to **use contraceptives** so that they are able to focus on their current child or children and don't have to deal with having any more." (p. 136)

Students play **Contraceptive Tic-Tac-Toe.** "Activity Rationale: Providing information about contraception will help give participants the tools to avoid future pregnancies." (p. 135)

"What can you do to protect yourself from pregnancy if a condom breaks? Answer: **Use emergency contraception.**" (p. 138)

"Because very little about condom use is openly discussed in the media, teenagers **need to be taught how to use a condom correctly** to be able to reduce their risk for HIV infection." (p. 147)

"Ask them to **think of all the reasons for using condoms (pros).** Ask the note-taker to record the information. As you observe the groups, make sure they include that condoms can prevent HIV, other STDs and pregnancy. (Additional answers include: make you feel safe, helps you worry less, shows you care, easy to get without going to a doctor, no side effects, makes erection last longer.)" (p. 160)

	<p>“As we have discussed today, it is very important to use condoms in addition to your regular birth control method during all sexual encounters. Practicing and becoming comfortable using condoms will help you to make the proud, responsible and protective decision to use them during sex.” (p. 164)</p> <p>“Remind participants that using condoms is an expression of responsibility and of pride in your own decisions.” (p. 186)</p> <p>“Be proud and be responsible; protect yourself and your partner by:</p> <ul style="list-style-type: none"> • Using a latex (or polyurethane/polyisoprene) condom every time you have sex, or choose sexual activities that do not pose a risk of HIV or other STD transmission. • Keeping a supply of condoms on hand. • Getting used to condoms, so they are natural and fun.” (p. 188) <p>Description of the DVD ‘Tanisha & Shay’: Tanisha and Shay are a heterosexual couple. Both are on the high school track team. Shay has a track scholarship to college. Tanisha has been feeling run down and wonders if she could be pregnant. She faints after a track meet and a doctor confirms that she is pregnant. The next scene shows Tanisha’s mom expressing her disappointment with Tanisha while they are still in the clinic, but then they hug and return home to think about Tanisha’s options. At the end of the video, Tanisha’s mom (who is a single mother who also got pregnant as a teenager) states: “Raising a baby wouldn’t be my choice, but it’s your life and it’s your choice. But you owe it to yourself to explore all your options.”</p>
<p>12. PROMOTES PEER-TO-PEER SEX ED OR SEXUAL RIGHTS ADVOCACY</p> <p><i>May train children to teach other children about sex or sexual pleasure, through peer-to-peer initiatives. May recruit children as spokespeople to advocate for highly controversial sexual rights (including a right to CSE itself) or to promote abortion.</i></p>	<p>“Remember, the proud, responsible and protective thing to do is to help your friend make safer decisions. You can even teach a friend how to make condoms pleasurable.” (p. 179)</p> <p>“It is important that you teach your friends information about STDs, like HIV, pregnancy prevention, and condoms. Talk to your friends about using condoms and being safe. Show your friends that protecting yourself is important, and that they should do the same.” (p. 197)</p>
<p>13. UNDERMINES TRADITIONAL VALUES AND BELIEFS</p> <p><i>May encourage children to question their parents’ beliefs or their cultural or religious values regarding sex, sexual orientation</i></p>	<p>No evidence found.</p>

<p>or gender identity.</p>	
<p>14. UNDERMINES PARENTS OR PARENTAL RIGHTS</p> <p><i>May instruct children they have rights to confidentiality and privacy from their parents. May teach children about accessing sexual commodities or services, including abortion, without parental consent. May instruct children not to tell their parents what they are being taught about sex in school.</i></p>	<p>“Most important is the agreement that everything that is said or written in this room stays in this room and is confidential. You can and should share the factual information you learn with your friends, but personal information about people in this group should not be discussed with anyone outside this room.” (p. 32)</p> <p>Note: <i>This implies that information should not be shared at home with parents.</i></p> <p>“Can teens be tested without parent permission? Yes, teens can consent to HIV testing without parent permission. However, to be sure, teens should check with the test site beforehand to find out what policies are followed. They can ask if they need parental consent for testing or treatment, and whether the clinic will share information with parents.” (p. 220)</p>
<p>15. REFERS CHILDREN TO HARMFUL RESOURCES</p> <p><i>Refers children to harmful websites, materials or outside entities. May also specifically refer children to Planned Parenthood or their affiliates or partners for their lucrative services or commodities (i.e., sexual counseling, condoms, contraceptives, gender hormones, STI testing and treatment, abortions, etc.)</i></p> <p><i>Please Note: A conflict of interest exists whenever an entity that profits from sexualizing children is involved in creating or implementing sex education programs.</i></p> <p><i>(For more information on how Planned Parenthood sexualizes children for profit see www.WaronChildren.org and www.InvestigatethePPF.org)</i></p>	<p>“Many local health departments and Planned Parenthood affiliates will loan or sell demonstration kits. A local health care provider may also be able to provide samples of prescribed methods, such as oral contraceptives. Free or low-cost condoms may be available from your local department of public health or a clinic.” (p. 118)</p> <p>“Facilitator’s Note: Don’t try to communicate every fact about the various birth control methods in this presentation. This is an overview. Let participants know they will get a more thorough education whenever they go to a health center to obtain contraception.” (p. 126)</p> <p>“Some kinds of EC pills are available from a pharmacist or at drugstores without a prescription.” (p. 132)</p> <p>Students are taught how through instruction and demonstration to bleach clean needles so they can be reused when injecting drugs. “Disinfect equipment with bleach before each use. Bleach is effective, cheap, easy to obtain and portable.” (pp. 200-201)</p>

[responsible-be-protective/](#).